
South Dakota Alternate Academic Content and Achievement Standards

Introduction



Board Approved
May 17, 2005

Updated with Board Approval 1/24/06

Special Education Programs Mission Statement

Special Education Programs located in the South Dakota Department of Education advocates for the availability of the full range of personnel, programming, and placement options, including early intervention and transition services, required to assure that all individuals with disabilities are able to achieve maximum independence upon exiting from school.

Acknowledgements

The revised South Dakota Alternate Academic Content and Achievement Standards are a result of the contributions of many educators from across the state. Many hours of collaboration were devoted to ensure the Alternate Standards would be appropriate for students of all ability levels. The Alternate Standards committee members represent the many concerned individuals across the state dedicated to their profession and to high quality standards for South Dakota students with disabilities. The Alternate Standards would not have been possible without their contributions. The South Dakota Department of Education wishes to express appreciation and gratitude to the individuals and the organizations they represent who contributed expertise and time to write the Alternate Standards.

South Dakota Alternate Academic Content and Achievement Standards Committee

The South Dakota Department of Education acknowledges the leadership of consultant Cheryl Holder Ph. D. for her vision and guidance in the development of this document.

Lorna Arnoldy, Elementary School Teacher, Lyman School District
Marcia Authier, Elementary School Teacher, Lyman School District
Karen Bossman, High School Teacher, Watertown School District
Delesa Bosworth, Elementary School Teacher, White Lake School District
Karen Clarke, Elementary School Teacher, Wolsey/Wessington School District
Robin Cline, Program Specialist, Rapid City School District
Terri Cordrey, No Child Left Behind Coordinator, North East Educational Coop
Lori Douville, Parent, Chamberlain School District
Lorrie Esmay, Special Education Teacher, Jones County School District
JD Evans, Middle School Teacher, Andes Central School District
Julie Farnen, Elementary School Teacher, Aberdeen School District
Tammy Hanson, Elementary School Teacher, Douglas School District
Tammi Haverly, Education Specialist, Childrens Care Hospital and School
Marilyn Hofer, High School Teacher, Huron School District
Michelle Karst, Middle School Teacher, Plankinton School District
Karen Kissack, Special Education Teacher, Spearfish School District,
Becky Kitts, Elementary School Teacher, St. Joseph School Pierre
Sherry Knutson, High School Teacher, West Central School District
Amie Kuxhaus, Special Education Teacher, American Horse School
Erica Larson, Special Education Teacher, Vermillion School District
Jennifer Larson, Elementary School Teacher, Sanborn Central School District
Sarah Lehr, Special Education Teacher, Chamberlain School District
Sandra Leonard, Middle School Reading TOSA, Sioux Falls School District
Mary Lockey, Elementary School Teacher, Douglas School District

Gale Lundberg, High School Teacher, Deuel School District
Laura Olson, Special Education Teacher, Brandon Valley School District
Deb Pazour, Special Education Teacher, Chamberlain School District
Melinda Read, Special Education Teacher, Yankton School District
Mary Rector, Elementary School Teacher, Watertown School District
Mel Reiser, Elementary School Teacher, Eagle Butte School District
Karen Roe, Special Education Teacher, Watertown School District
Carol Rowen, Elementary School Teacher, Wolsey/Wessington School District
Paula Sanderson, Special Education Teacher, Sanborn Central School District
Joni Sasse, Middle School Teacher, Shannon County School District
Ralyna Schilling, Middle School Teacher, Mitchell School District
Bob Schuh, High School Teacher, McIntosh School District
Mary Skinner, Special Education Teacher, Sioux Falls School District
Brenda Stover, Special Education Teacher, Turtle Creek/ Redfield School District
Wanda Swenson, Middle School Teacher, Sanborn School District
Gwen Taylor, High School Teacher, Estelline School District
Carrie Tobin, Elementary School Teacher, Plankinton School District
Debbie Toms, Special Education Teacher, Rapid City School District
Dan Trefz, Middle School Teacher, Miller School District
Lynn Tribby, Special Education Teacher, Meade School District
Barb Unruh, High School Teacher, Agar-Blunt-Onida School District
Gloria Vavra, High School Teacher, Wessington School District
Michelle Wager, Special Education Teacher, Spearfish School District
Jenny Zephier, Middle School Teacher, Andes Central School District

A special thank you to the South Dakota Department of Education staff involved in the revision of the Alternate Academic Content and Achievement Standards: Ann Larson, Diane Lowery, Peggy Mattke, Jennifer Neuhauser, Gary Skoglund, Dawn Smith, Anne Thompson, Linda Turner, and Stephanie Weideman.

The South Dakota Department of Education expresses special thanks to all of the individuals involved in the work of revising the standards.

To download the Alternate Standards, visit the SD Department of Education website at <http://doe.sd.gov/contentstandards/>

For further information or questions concerning the Alternate Standards, contact the Special Education Programs at 605-773-3678.

Overview of South Dakota Academic Standards

The South Dakota academic content standards provide a listing of essential core content to be taught and learned. The content and achievement standards are designed to guide the planning of instruction and to anchor the assessment of learning from kindergarten through twelfth grade. Performance descriptors bridge the content standards to assessments of the standards, provide information to teachers and students regarding student progress toward mastery of the standards, and give them specific targets for instruction and learning. The academic standards document presents a starting point for informed dialogue among those dedicated and committed to quality education in South Dakota. By providing a common set of goals and expectations for all students in all schools, this dialogue will be strengthened and enhanced.

All South Dakotans are eager to ensure that graduates of South Dakota's public schools have the knowledge, skills, and competencies essential to leading productive, fulfilling, and successful lives as they continue their education, enter the workforce, and assume their civic responsibilities.

The Standards Committee revised the current South Dakota Content Standards and Performance Descriptors utilizing input from students, parents, teachers, and South Dakota communities. Final documents evolved from: recent research in best practices, **No Child Left Behind** legislation, and classroom experience with existing South Dakota Content Standards, evolution of published standards from other states, numerous professional publications, and lengthy discussions by experienced K-16 South Dakota teachers.

SOUTH DAKOTA ALTERNATE ACADEMIC STANDARDS OVERVIEW

South Dakota first established content standards for students with disabilities in 2000, meeting the requirements of IDEA. These Functional Standards were implemented during the 2000-01 school year and assessed using the state's alternate assessment. The Functional Standards were revised in the spring of 2004 to meet NCLB requirements and were renamed as Extended Standards. The South Dakota Board of Education (SDBOE) approved the Extended Standards in September 2004 and districts implemented them immediately during the 2004-05 school year. These standards were written broadly to encompass grades K-12 for both reading and math content standards.

As guidance and regulations became available concerning alternate academic achievement standards, SD DOE realized the need to establish the Alternate Standards by grade level, linking them to grade-level content. The Extended Standards were revised during the winter of 2005 to establish Alternate Standards for each grade K through 12 for reading and for math at grades K-8 and at grade spans for grades 9-12. These standards were presented to the SDBOE for the first hearing in March 2005 as South Dakota Alternate Academic Content and Achievement Standards and were posted on the state's website and disseminated for public comment prior to the Board meeting in May. Revisions were made to the draft document based upon

recommendations from stake holders and the final version of the Alternate Standards were presented to the SDBOE on May 17, 2005 and approved. Districts will implement these revised Alternate Standards during the 2005-2006 school year.

The Department of Education selected a diverse group of educators to develop alternate standards and achievement (performance) descriptors for application to the education of students with significant cognitive disabilities. The workgroup, charged with the task of developing the Alternate Academic Content and Achievement Standards, used the South Dakota academic content standards as a reference document when developing the Alternate Content Standards. The goals and indicators come directly from the South Dakota content standards. The Alternate Academic Content and Achievement Standards are written for each grade ranging from Kindergarten to Grade 12 for reading and at grades K-8 and at grade spans for grades 9-12 in math.

When developing the Alternate Content Standards, the workgroup carefully divided the skills into four levels of complexity: advancing, applying, developing, and introducing. Each level of complexity was used as a guide and the student's age appropriate environment was considered. The categories range on a scale of more complex to less complex skills. Achievement descriptors are organized into performance levels. These levels describe how a student at that level would be expected to perform on the Alternate Content Standards.

Achievement descriptors and target skills were developed for each performance level and for each grade. Target skills developed in the context of grade level curriculum and serve as entry points to the Alternate Standards. These skills were developed to provide a tool for students to work towards the alternate content standard and examples represent some possible activities or skills instructors could use in teaching the Alternate Content Standards. **Target skills and examples are not provided when the meaning of the Alternate Content Standard should be evident to the reader.** These entry points provide a range of options at which a student with a disability can access the learning standards. The skills found in the Alternate Content and Achievement Standards introduce students to challenging new ideas and content, promoting movement to grade level standards.

Training for educators will assure all children have access to the South Dakota content standards through the Alternate Academic Content and Achievement Standards. Educators will be trained in the correct use of target academic skills with emphasis on how the skills should be taught in the context of grade level curriculum. Educators will be trained to align South Dakota curriculum with the Alternate Academic Content and Achievement Standards and to incorporate them when developing Individual Education Plans (IEPs). Upon completion of training, participants will be able to describe the components of South Dakota's Alternate Academic Content and Achievement Standards and their relationship to the South Dakota content standards, incorporate the Alternate Standards into the IEP process, implement the Alternate Academic Content Standards through instruction, and understand the implementation requirements of the alternate assessment.

What are the Alternate Content Standards?

Many students with disabilities are able to work toward the content standard goals. However, the standards, as developed, do not appropriately address the educational needs of all students. Therefore, Alternate Content Standards have been developed to meet individual student needs.

The Alternate Content Standards expand the developmental spectrum of the South Dakota content standards. This allows all students the opportunity to access the general education curriculum.

The Alternate Content Standards are:

- ❖ a user-friendly guide in assisting with IEP development
- ❖ a progression of skills necessary for independent functioning (birth through age 21)
- ❖ academically based (presently in reading and mathematics)
- ❖ based on (parallel) the state academic content standards

The South Dakota Academic Content Standards together with the Alternate Academic Content and Achievement Standards create a statewide system designed to support students, parents, teachers, and schools to uniformly promote high academic standards for all students in South Dakota.

Who will use the Alternate Content Standards?

The following are guidelines to assist the IEP team in determining which students will be instructed and assessed using the Alternate Academic Content and Achievement Standards.

- ❖ Even with modifications and accommodations, the general education standards are deemed inappropriate for the student's cognitive ability and adaptive skill levels.
- ❖ The student requires extensive direct instruction in multiple settings to apply and transfer skills.
- ❖ The student requires substantial adjustment to grade level content standards.
- ❖ A student is not eligible to use the Alternate Content Standards if the primary reason for consideration is the result of extended absences, visual, auditory or physical disabilities, social, cultural or economic differences.

Students with disabilities must participate in the statewide assessment in order to measure their performance of content found in the State's Content Standards/Alternate Content Standards. This means students with disabilities that are working in the general academic content standards will take the **Dakota STEP** with or without accommodations. Students working in the Alternate Content Standards will take the alternate assessment, **Dakota STEP – A**.

How does the IEP team use the Alternate Content Standards?

Once the IEP team determines which Alternate Content Standards are appropriate for a student, the team discusses the relationship of grade level standards to the Alternate Content Standards appropriate for the student:

- ❖ to determine the impact on curriculum and instruction
- ❖ to use Alternate Content Standards as a basis for the development of the individualized education plan

Educators will use the Alternate Content Standards document to align and develop instruction for students who will participate in the alternate assessment aligned to Alternate Achievement Standards, as determined by the IEP team. This document's Alternate Content Standards and target skills identify how and at what level of complexity students will address and attain learning standards. Educators can set realistic and challenging academic goals for individual students aligned with the general content standards. The Alternate Content Standards encourage teachers to reach for higher levels of achievement for their students.

As a reader becomes familiar with this document, they will discover the goal statements and indicators are retained from the South Dakota academic content standards. Alternate content standards are referenced by grade levels **for Kindergarten through Grade 12 for reading and for grades K-8 and High School Core in math, mirroring the design of the academic content standards.** Each alternate content standard is intended to capture the “essence” of the South Dakota general education content standards. Target skills under each alternate content standard provide “entry points” towards attaining the alternate content standard.

“Entry Points” to the Alternate content Standards

Target skills can be viewed as entry points of student performance related to the Alternate Content Standards. These “entry points” provide a range of options at which a student with a disability can access the learning standard at a challenging level. These “entry points” are a tool to be used by educators and parents to identify instructional goals and objectives for the student. Target skills are listed under each Alternate Content Standard and represent what a student might do at that particular grade level.

Target skills are defined as higher level skills that enable students with disabilities to individually utilize the Alternate Content Standards in order to demonstrate a link to the South Dakota Content Standards.

Using target skills in the context of academic instruction benefits students in the following ways:

- Allows students access to the general education standards
- Introduces students to challenging new ideas and content
- Provides new opportunities to practice skills in a variety of settings using a range of instructional approaches
- Achieves outcomes that exceed expectations

Target skills are aligned to the Alternate Content Standards. The Alternate Content Standards are aligned to the general education goals/strands and indicators. Target skills allow the student with a severe disability to gain access to the general curriculum.

An IEP team can use the target skills as examples when determining the skill a student needs to work on to progress towards the Alternate Content Standard. The target skill allows the student to work toward an alternate content standard that is the basis for the assessment of the student with a severe disability. This allows the student to gain access to the general curriculum.

*In other words, the IEP team can use the alternate content standard and the target skills, under each indicator to determine **where the student is at the beginning of the school term, where the student may reasonably be taken through instruction during the school term, and thus determines the assessment item for progress reporting and assessment reporting.***

Alternate Academic Achievement Standards

Alternate content standards and achievement descriptors have been established for reading and math. The Department of Education received approval by the State Board of Education in May 2005. Academic achievement standards consist of three components: achievement levels, achievement descriptors, and cut scores. Definitions of alternate achievement levels are expressed through the achievement descriptors. Cut scores for performance levels were established in the summer of 2005. Harcourt Educational Measurement guided a standards setting process with the Department of Education in establishing alternate achievement levels for reading and math. South Dakota teachers participated in the standards setting procedure to provide teacher judgment.

Achievement Levels

The State of South Dakota has defined four levels of student achievement for the Alternate Academic Achievement Standards: These levels are listed beside their corresponding performance level for grade level expectations.

Advancing = Advanced

Applying = Proficient

Developing = Basic

Introducing = Below Basic

Achievement Descriptors (Performance Descriptors)

Alternate achievement descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Alternate Content Standards. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level. **For the purpose of this document, support is defined as providing directed help or assistance through such means as encouragement, prompting, or by personally aiding the student to accomplish a task.**

Continuum of frequency, setting, and support.	
4	Students demonstrate knowledge and skills consistently across multiple settings without support.
3	Students demonstrate knowledge and skills more than once in more than one setting without support.
2	Students demonstrate knowledge and skills once in one setting with minimal support.
1	Students attempt to demonstrate knowledge and skills once in one setting with support.

Participating in the Alternate Achievement Standards

Examples:

1. The Reading level achievement standard 1.A.R. 1.1 reads as follows: Students are able to distinguish sounds and patterns (e.g./b/. for ball: word families./a/cat,).

1.1. First grade example of using a target skill: The student will recognize sounds that begin a word. The student will match a corresponding letter to a photo. Example: The student matches photo of ball to letter /b/. As the student progresses the student will identify the familiar word and properly pronounce the word. To build on this skill the student will identify an unfamiliar letter and its sound.

2. The Math level achievement standard 6.A.G.1.1 reads as follows: Students are able to identify and describe the characteristics of triangles and quadrilaterals.

2.1. Middle school example of using a target skill: When given six pictures of geometric shapes and prompted to indicate the triangle the student will name, touch, or point to the correct picture object independently when given adequate wait time. Once the student has identified the shape the student will classify and/or sort triangles by their side length.

3. The reading level achievement standard 11.A.R. 3.1 reads as follows: Recognize the influence of culture on written work.

3.1. High school example of using a target skill: Upon completion of having a literary book read aloud the class views cultural items from the era included in the book. As an activity to reinforce the information from the book the class views a slide show of museum exhibits. The student will contrast how is one thing different in your life compared to a character in the story?

These examples illustrate how students with disabilities participate in the Alternate Achievement Standards and general curriculum activities in which the learning standards are addressed.

South Dakota Reading Goals and Indicators

The following principles are philosophical statements that underlie every strand and standard of this content standard document. They should guide the instruction and evaluation of this reading curriculum. These goals and indicators are directly from the core reading content standards.

Goal 1: Students are able to read at increasing levels of complexity for a variety of reasons.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

All readers decode or sound out words using knowledge of letter sounds, word parts, and word origins to understand written text. To do this requires the reader to use a variety of word-solving strategies. However, the ability to decode in itself does not guarantee comprehension of text. Recent research has provided teachers with guidance and tools to offer students instruction in strategies for comprehending. These strategies include monitoring for meaning, making connections, asking questions, using sensory images, determining importance, making inferences, and synthesizing.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Reading various genres of literature helps students learn skills of interpretation and critical response. To facilitate this interpretation and response, students analyze and evaluate text structures, literary elements as they contribute to the whole of the piece of literature, and how literary devices affect the message. The identification and analysis of how authors use these concepts make it possible for students to think more critically, to respond in more complex ways, to reflect on meaning, and to compare various texts.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Literature is a record of culture and human experiences that puts us in touch with our humanity. By reading and responding to historically or culturally significant works of literature, students clarify ideas and connect them to other literary works. It is through this exploration that students understand the human condition and ultimately can better understand themselves as human beings. As students validate or reconsider personal interpretations, they also realize the interconnectedness of the cultures of mankind throughout history.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Students gather information from electronic reference sources, newspapers, magazines, journals, books and other non-fiction sources. Students synthesize by combining new information with existing knowledge to form original ideas or interpretations. Students evaluate the appropriateness and validity of the sources they find. Use of textual features and graphic features is essential. All of these concepts help to extend students' control in reading and writing informational text.

South Dakota Math Goals and Indicators

ALGEBRA STANDARDS

Goal 1: Students will use the language of algebra to explore, describe, represent, and analyze number expressions and relations that represent variable quantities.

An understanding of patterns is basic to all mathematical thinking. Early experiences in learning about, understanding, and using patterns is foundational to algebraic reasoning. This algebraic reasoning encompasses the relationships among quantities, the use of symbols, the modeling of phenomena, and the mathematical study of change. From investigations of the properties of whole numbers to the use of mathematical models to represent quantitative relationships, algebra is linked to all areas of mathematics. A strong foundation in algebra is an expectation for every South Dakota high school graduate.

Indicator 1: *Use procedures to transform algebraic expressions.*

Indicator 2: *Use a variety of algebraic concepts and methods to solve equations and inequalities.*

Indicator 3: *Interpret and develop mathematical models.*

Indicator 4: *Describe and use properties and behaviors of relations, functions and inverses.*

GEOMETRY STANDARDS

Goal 2: Students will use the language of geometry to discover, analyze, and communicate geometric concepts, properties, and relationships.

Spatial sense is fundamental to mathematics both as a means of interpreting and representing the physical environment, and as a tool for the study of other topics in mathematics and science. The study of relationships among shapes and their properties is essential to their representation in abstract form and their translation into definitions, theorems, and proofs. The study of geometry allows students to use visualization, spatial reasoning, and geometric modeling to solve problems.

Indicator 1: *Use deductive and inductive reasoning to recognize and apply properties of geometric figures.*

Indicator 2: *Use properties of geometric figures to solve problems from a variety of perspectives.*

MEASUREMENT STANDARDS

Goal 3: Students will apply systems of measurement and use appropriate measurement tools to describe and analyze the world around them.

The study of measurement is essential to an understanding of the measurable attributes of objects and the units, systems, and processes of measurement that are used in personal and professional work. In the early grades, students learn to use these measurable attributes of objects to compare them for relative length, weight, and other characteristics. Students increase their precision in collecting information about the measurable attributes of objects as they encounter increasing demands for these skills. Measurement skills and the accurate use of measurement tools and formulas become critical in other mathematical applications including geometry and statistics.

Indicator 1: Apply measurement concepts in practical applications.

NUMBER SENSE STANDARDS

Goal 4: Students will develop and use number sense to investigate the characteristics of numbers in a variety of forms and modes of operation.

Number sense is the most basic skill of mathematics. From simple counting to the fluent use of computations skills, students use number sense to operationalize mathematics. An understanding of basic mathematics operations is critical to all other mathematical pursuits. Students should exhibit fluency in applying number sense to mathematical operations by the end of the elementary years. Students should be able to perform computation through mental calculation, estimation, and paper-pencil calculations.

Indicator 1: Analyze the structural characteristics of the real number system and its various subsystems. Analyze the concept of value, magnitude, and relative magnitude of real numbers.

Indicator 2: Apply number operations with real numbers and other number systems.

Indicator 3: Develop conjectures, predictions, or estimations to solve problems and verify or justify the results.

STATISTICS & PROBABILITY STANDARDS

Goal 5: Students will apply statistical methods to analyze data and explore probability for making decisions and predictions.

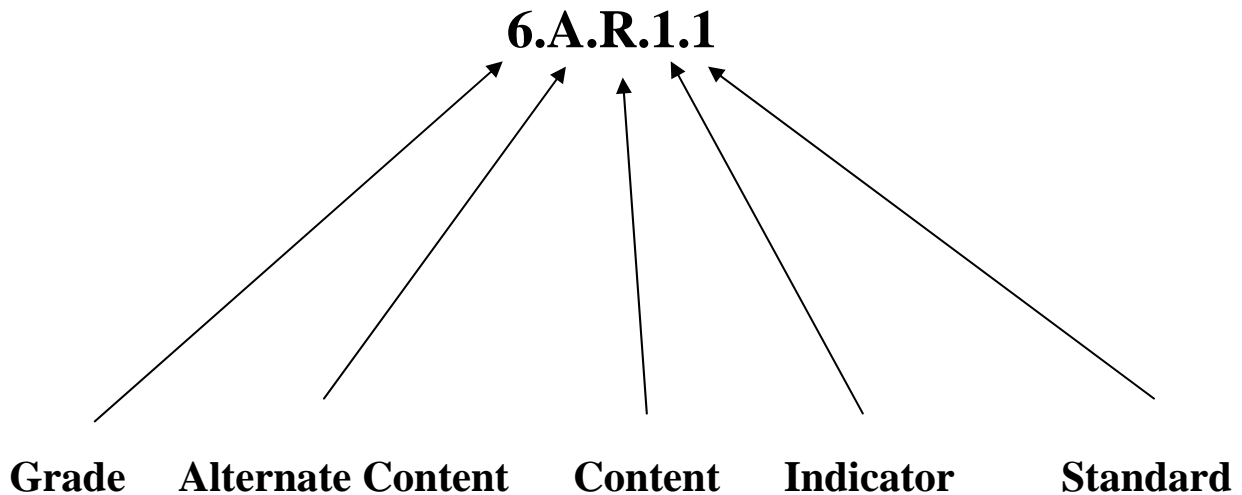
Statistics are encountered in every public forum from newspapers to consumer and employment data. The ability to define and investigate statistical questions and the probability of outcomes is essential to informed consumer decision-making. Students need the skills necessary to analyze and evaluate the barrage of statistical information they will encounter in their personal and professional lives. Through experiences in collecting and analyzing data, students learn to interpret and evaluate the usefulness of information.

Indicator 1: Use statistical models to gather, analyze, and display data to draw conclusions.

Indicator 2: Apply the concepts of probability to predict events/outcomes and solve problems.

Guide to the Numbering and Symbol System Used with the Alternate Reading and Alternate Math Standards

Alternate Content Standards are coded to cross reference content, indicators, and standards.



Grade indicates the grade level.

Alternate content refers to the extension of the general content goals and indicators.

Content refers to content area of reading and the major areas of mathematics.

R for Reading
A for Algebra
G for Geometry
M for Measurement
N for Number Sense
S for Statistics and Probability

Indicator refers to the general education indicator for each goal or strand. Each goal or strand has one or more related indicators that describe key aspects of the goal or strand.

Standard refers to number of the Alternate Content Standard for the indicator. (Example: A.R.1.1, A.R.1.2, A.R.1.3) Each alternate content standard describes what the students will know and be able to do. The standard is the essence of the general education grade level instruction and curriculum standards.